DOCUMENT RESUME

ED 426 038 SO 029 403

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TITLE	Gender and Social Studies Learning in the 8th, 10th, and 12th Grades.
PUB DATE	1998-04-15
NOTE	58p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Achievement; Educational Attainment; Longitudinal Studies; Secondary Education; *Sex Differences; Student Attitudes; *Student Evaluation; *Student Interests
IDENTIFIERS	National Education Longitudinal Study 1988

ABSTRACT

This study describes how a large longitudinal database, National Education Longitudinal Study of 1988, was used to identify gender differences in social studies achievement in 8th, 10th, and 12th grades. There were more males in the high scoring category for all grade levels. There were also more males in the low scoring category in the 8th and 10th grades. Unexpectedly, the achievement gap from the 8th to the 12th grade did not increase for high scoring females. Gender differences were investigated for students' views and their reported practices in social studies classrooms: looking forward to, anxiety about social studies, perceived usefulness, being challenged in social studies, working hard almost every day in social studies, being in an accelerated program, time spent on homework, reading scores, extracurricular activities, self-esteem measures, and locus of control measures. Eighth grade males reported more participation in history clubs and appeared to hold more positive views about social studies but there were exceptions. Females on all grade levels had higher reading scores and a higher reported participation in student government and community service. Socioeconomic status for both females and males influenced text scores on all grade levels. Other variables showed mixed patterns with many differences of gender in the ethnic/racial groups. More research is needed on tracking, course work taken, and teacher practices to explain gender differences. (Contains 25 tables.) (Author/EH)

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Gender and Social Studies Learning in the 8th, 10th, and 12th Grades

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SO 029 403

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Paper presented at the Annual Meeting of American Educational Research Association, San Diego, California, April 15, 1998

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Abstract

A large longitudinal database, NELS:88, was used to identify gender differences in social studies achievement in the 8th, 10th, and 12th grades. There were more males in the high scoring category for all three grade levels. There were also more males in the low scoring category in the 8th and 10th grades. Unexpectedly, the achievement gap from the 8th to the 12th grade did not increase for high scoring females. Gender differences were investigated for students' views and their reported practices in social studies classrooms: looking forward to, anxiety about social studies, perceived usefulness, being challenged in social studies, working hard almost every day in social studies, being in an accelerated program, time spend on homework, reading scores, extracurricular activities, self-esteem measures, and locus of control measures. Eight grade males reported more participation in history clubs and appeared to hold more positive views about social studies but there were exceptions. Females on all three grade levels had higher reading scores and a higher reported participation in student government and community service. Socioeconomic status for both females and males influenced test scores on all three grade levels. Other variables showed mixed patterns with many differences of gender in the ethnic/racial groups. More research is needed on tracking, coursework taken, and teacher practices to explain gender differences.

Gender and Social Studies Learning in the 8th, 10th, and 12th Grades

Policy Issues: Gender and Citizenship Participation

One of the most important goals for the social studies has always been for all students to participate in the democratic process (Engle & Ochoa, 1988) and the researcher shares this perspective. Historically, the public schools have been assigned the mission of preparing students for citizenship. Diverse meanings exists on what is citizenship education (Gay, 1997; Gross & Dynneson, 1991; Kaltsounis, 1997; Newmann, 1989; Parker, 1997; Van Sledright & Grant, 1991) plus differing definitions of "acceptable" levels of participation--active vs. passive, group vs. individual, voting vs. larger community participation-- cause dilemmas in the field of civic education. However, almost everyone accepts the definition of a "good" citizen as a minimum is one who votes.

The effectiveness of school social studies courses in promoting civic participation, especially the civics or government courses, has had a long history based on convenience samples. But in recent years there has been relatively little work comparing course subject matter to civics knowledge and participation. Only Niemi and Junn (1993) have used data of the National Assessment for Educational Progress (NAEP) suggesting that the school and the civics curriculum are influential in terms of the political awareness and attitudes of U. S. 12th graders.

More attention now being given service learning to improve civic education, but a question arises on why do males consistently outperform females on standardized tests of social studies achievement? NAEP assessments in History (U. S. Department of Education, 1996) and

Geography (U. S. Department of Education, 1995) as well as the NELS:88 (National Longitudinal Study of 1988) cognitive social studies tests showed that males obtain overall higher test scores.

The 1994 NAEP average U. S. History scale scores indicated that at the 4th grade there were no significant differences except that Black females scores higher than Black males. There were no significant differences in the 8th or 12th grades except Hispanic males scored higher than Hispanic females in the grade 12. However, if the test is broken into categories of achievement levels, the percentage of twelfth-grade males at or above Proficient and Basic levels is higher than the percentage of females.

The NAEP 1994 Geography assessment showed even more striking gender differences with 4th and 8th grade males more likely than females to score at or above the Proficient level and at the Advanced Level. At 12th grade, males were more likely than females to score at or above the Basic level and at or above the Proficient level. These gender differences are occurring even though typically males and females take the same number of required social studies courses and social studies courses are less likely to be tracked than other academic courses.

Yet data from three National Longitudinal Studies, 1972, 1980, 1988, (National Center for Educational Statistics (1995a, 1995b) indicate that female seniors have participated more than males in student government in all three time periods of assessment. Higher female student government participation parallels the young female adult national voting patterns of more participation than males (Costello & Kringold, 1996). This raises the question of whether higher test scores in history, geography, and the NELS:88 social studies tests are really the best

predictor of actual adult civic participation. However, in all three time periods, 1972, 1980, 1988, high socioeconomic status, academic high school program, and high test scores in math and reading were associated with increased participation in student government. These data parallel the general adult pattern of higher civic and voting participation for those with more income and education.

Objectives/Research Questions

Research studies using data from the National Education Longitudinal Study of 1988 (NELS:88) in science and mathematics education have shown the value of analysis and breaking the achievement tests into different parts (Burkam et al, 1997, Hamilton et al, 1995, Kupermintz et al, 1995, Kupermintz & Snow, 1997, Lee et al, 1996, Nussbaum & Snow, 1997). The distinctiveness of affects in specific school subjects has also been examined (March & Yeung, 1996).

Research Question 1. Achievement Gaps Increase. It was expected that the gaps in gender performance on the social studies tests would increase over time.

Research Question 2. Ability. Are gender differences on the social studies test differentiated by the students' ability level? It was predicted that gender differences would be the largest for the most able students.

Research Question 3. Students' Views on Social Studies. Three student affect questions (looking forward to, anxiety about social studies, and perceived usefulness) were examined and compared to test results. It was hypothesized that females would not report as high positive ratings on these three items as males. These three affect questions were only found in the 8th grade student questionnaires but other questions at the 10th grade also offered the opportunity for students to

evaluate their social studies classes.

Research Question 4. Extracurricular Activities. What is the relationship of participation in student government and community service to the test scores?

Long Range Research Questions. My long-range goals in using NELS:88 data are as follows: (1) to follow-up on the effects of student achievement and student government/community service on the voting patterns and community participation of young adults after they leave high school; (2) to divide the test items into two categories (history and citizenship) to see if females do better on the citizenship test items; (3) to check instructional factors by using teachers' class descriptions and student responses.

Methods/Data

Sample

The sample was drawn from the first three cross-section waves, 1988, 1990, 1992 of the National Education Longitudinal Study of 1988 (NELS:88). The 1988 8th grade cross-section N=24,599 had a undercoverage bias of about 5% of the potential base year sample excluded. The 5% excluded were those with mental disabilities, language barriers, and physical disabilities. The 1990 (The First Follow-Up) cross-section included the 1988 eligible 8th grade cohort and the 1990 freshened sample producing a sample of N=19,394. The 1992 (Second Follow-Up) comprised the 1988-eligible 8th grade cohort, the 1990-eligible 10th grade cohort, and a 1992 12th grade freshened sample totaling a N=19,220. Description of the number of females and males as well as race/ethnic numbers are found in the tables.

Measures

Test scores were the dependent variables drawn from the NELS social studies test. Unlike

the other NELS:88 subject area tests, for the social studies test, there were no proficiency levels or separate forms for different levels at the 10th or 12th grade. The primary independent variable was gender.

- *Demographic characteristics of students.* These measures included gender, race/ethnicity, and socioeconomic status.
- *Students' ability.*
- *Students' reported participation in extracurricular activities.*
- *Students' reports on their social studies class.* Time spent on homework, if challenged in class, three affect questions, why taking a course, etc.
- *Students' self image.* Scales used to measure self-image.
- *Students' overall school program.* Placement into accelerated classes.
- *Students' coursework in the social studies.* Carnegie units of social studies completed and type of course.

Results of the NELS:88 History/Citizenship/Geography Tests

Content of the Test

The thirty social studies test items covered a broad range of content and process in American history, citizenship, and geography. American history questions addressed important issues and events in political and economic history from colonial times through the recent past. Citizenship items included questions on the working of the federal government and the rights and obligations of citizens. The geography questions touched on patterns of settlement and food production shared by other societies as well as our own.

Psychometric Properties of the Test

There is a long history of critics of large scale educational testing. However, it is wishful thinking to ignore the relevance of scores on well-designed standardized tests. In addition, researchers have presented insightful methodology for better analyzing large-scale data (Kupermintz et al, 1995, Hamilton & al, 1995).

Rock and Pollack (1991) indicated that the eighth grade (base year) NELS:88 test battery met or exceeded all of its psychometric objectives. The history/citizenship/geography test (the social studies test) was relatively unspeeded. ETS considered a test unspeeded if nearly all test-takers reached the three-quarters point of the test, and at least 80 percent of the students answered the last item. For the social studies test, 97 percent or more of White, male and female, reached the last item while the rate for Asian (96.6%), Hispanic (95.5%) and Black (94.6%) was also very high. .

Reliabilities for the history/citizenship/geography test were acceptable; .83 total with .85 for males and .82 for females. Internal consistency was high enough to justify item response theory scoring thus allowing vertical scaling to study individual student gain across the three testings. There was no consistent evidence of item bias, differential item functioning (DIF), for gender or racial/ethnic groups. Rock and Pollack concluded that this "happy result" was probably due to the extensive pre-review of the items by both the ETS project development staff as well as the NCES (National Center for Education Statistics) staff. This was really a good result since the test had only 30 test items. The small number of test items was necessary since students also had to take the three other tests: reading, mathematics, and science as well as answering a long questionnaire. Time restraints were of paramount importance. It should be

noted that the science test was only 25 items.

For the 8th grade test, 27 test items were produced by ETS, 1 by NELS and two from an earlier longitudinal study, High School Beyond. All test items were multiple-choice with the exception of five true-false items at the eighth grade. Interpretations of what the tests measure must, therefore, be tempered by recognition of these limits. Nonetheless, it is useful to represent the test as covering at least a significant part of the domain of social studies.

A verbal description of each item of the 1988 social studies test is reproduced from Rock and Pollack (1991). I am prohibited by government rules from providing more detailed item descriptions.

In the 1988 social studies test, there were 14 U. S. history items, 13 citizenship items, and three geography items or a total of 30 test items (Table 1). In the 10th grade social studies test, five citizenship items were dropped (the true-false items numbered from 5 to 9) and five new history items were added. The 10th grade test had 25 repeat items from the 8th grade test making a total of 19 history items, 8 citizenship items, and 3 geography items. In the 12th grade test, there were 17 test items repeated from the 8th grade (2 geography, 6 civics, 9 history) and one repeat history item from the 10th grade. There were a total of 12 new items (1 geography, 6 citizenship, and 5 history) making a total of 3 geography, 12 civics, and 15 history test items.

Did the Achievement Gaps Increase?

At each of the three grade levels, the standardized social studies test with the median of 50 was chosen for analysis because of its finer detail; the other choice was using the test divided into quartiles. There were significant gender achievement gaps favoring males at the higher achievement levels at all three grade levels; this is about the top 15% of students (Table 2). For

low-scoring students, approximately the bottom 15% of students, there were more males than females in the 8th and 10th grades with low test scores. By the 12th grade, however, there were no significance gender differences for low scoring students perhaps partly reflecting higher dropout rates for males; the dropout rate for the sample was about 12% by 1992. Females were more concentrated at the middle level scores at all three grade levels. With a higher concentration of males in the high scoring category and in the lower scoring category with the exception of the 12th grade, males generally manifested a wider spread in achievement.

The gap or the difference in achievement between females and males did not increase from the 8th to the 12th grade in any of the three ability levels of the tests with the exception of 12th grade males in the low-scoring category who improved. But one caution should be noted. The analysis in Table 2 was limited to those students who completed the test. Comparing the 8th grade social studies test scores to the 12th grade social studies test scores (Tables 3, 4, 5) , there was a dramatic increase by the 12th grade of the number of tests that were not completed or are missing; around 3-7% for the 8th grade, 6-14% in the 10th grade; 24-31% in the 12th grade. Both females and males were not completing tests although in some grade levels there are gender differences in completing tests. By the 12th grade, these two categories, test not completed and missing, are from about one quarter to almost one third of the total number of 12th graders. I am not talking about dropouts in these categories; all of these 12th grade students in the cross-sectional sample were enrolled in school and given a test but the student nonrespondents choose not to complete it. Analysis of histograms (data not shown) showed that the high achievement scoring categories of 60. to 79.99 did not have large number of incomplete tests compared to students with lower scores.

Many gender gaps in achievement (Tables 3, 4, 5) of the four racial/ethnic groups were also found.[1] Comparisons were then made between the 8th and 12th grade students' test scores. In comparing the 8th and 12th grade social studies test, there were 17 identical test items out of the total of 30 test items in the 8th and 12th grade test. However, analysis of the comparison between the percentages of the 8th and the 12th grade tests was limited to the high scoring students (60. to 79.99 or about 15% of the sample) because of concerns about the high number of tests not completed for the low and middle range ability students.

Each ethnic/racial group was compared separately: Asian high scoring 8th grade females were compared 12th grade high scoring Asian females. Using binomial tests, there were no significant differences for none of the four female racial/ethnic group from the 8th to the 12th grades. This meant there were neither significant declines or increases in achievement gaps between the 8th and 12th grade in each ethnic/racial group for the high scoring females.

For Hispanic and White high scoring males there were different results. Comparing Hispanic and White high scoring 8th grade males with their 12th grade counterparts showed that from the 8th to 12th grades, these two categories of high scoring males declined at the 12th grade (significant at the .001 level). In other words, the gap for these high scoring male groups did not show an increase, the expected result, but a decline. Typically in education one sees the gaps in achievement increasing as the higher achieving students move ahead and these results were unexpected.

In summary, there were more high scoring males (60. -79.99) than females at the 8th, 10th, and 12th grades as indicated by the social studies tests. However, the comparison of scores of all females and males and the breakdown into racial/ethnic groups of the high scoring females and

males indicated that surprisingly that the gaps were not increasing with the exception of low scoring 12th grade males who had improved. In fact, the gender gaps in the social studies tests for high scoring females have not increased from the 8th to the 12th grades but for high scoring Hispanic and Whites males there has been a decline from the 8th to the 12th grade.

One caution should be noted. There were few geography items (one-tenth) included in this social studies test. If more had been included, perhaps the gender gaps would have been wider. How much attention geography should have in the test is, of course, a matter of debate but most students do not take a specific geography course in high school and the test was designed to measure the achievement based on courses commonly taught to students.

Gender differences were identified by the 8th grade suggesting that, at least for history test items, that gender changes were occurring somewhere from the 4th to the 8th grades. More research is needed to identify where and why these changes are taking place at these grade levels.

Questionnaire Results

Validity/Reliability Problems

Students at all three waves completed a questionnaire with over 100 items covering school experiences, activities, attitudes, plans, selected background characteristics, and language proficiency. While some questions remained the same for all three waves, the 10th grade questionnaire had more new questions on mathematics learning and achievement and the 12th grade course more new questions on short-term and long-term plans for the future. Before evaluating the results of the questionnaires, one needs to look at the problem of how accurate and honest are the student responses to a written questionnaire. This is, of course, not an unique

problem just to written questionnaires. Interviews and observations are subject to the same problems of validity and reliability.

Here are some of the concerns. What interpretation should be made about the students who did not fill out the specific question, item-level nonresponse? Some students did not answered every question in the survey. This may be due to inability or unwillingness to give correct information, differences in interpreting questions, or ambiguous definitions. On more sensitive questions such as drug usage, there is a tendency for some students to skip such items. It has also been noted that students often are not accurate about what courses they have taken in the past. They may over report participation in athletics or other activities. Response sets are also another area of interest. African American students tend to take more extreme position, strongly agree or strongly disagree, than other students.

However, the NELS:88 data with its rich, wide variety of sources does offer some checks. In many cases, it is possible to use transcripts, parent, teacher, and administrators responses to check students' responses. While one should always be aware of the limitations of the data, the strength of the NELS:data is the large samples where sampling errors are generally minimal except when estimates are made for relatively small subpopulations, such as for American Indians. For this reason, American Indians were not included in analysis in this paper.

Students' Views on the Social Studies

The three affect questions for the 8th grade students were written as follows:

I usually look forward to social studies class

I often am afraid to ask questions in social studies class

Social studies will be useful in my future.

Students were also asked the same three questions for math, science, and English with a total of 12 affect questions on academic subjects. It was assumed that these questions were not highly sensitive and that students answered honestly.

In comparison with the other three academic subject areas, for the question, "I look forward to ...," science was the most popular class followed by social studies in second place. In a similar manner, for the question "I am afraid to ask questions ...," students in science class were least afraid of asking questions with second place by social studies. However, in terms of seeing social studies useful in my future, social studies was definitely in the fourth and last place (Table 6). This low rating for usefulness may help to explain the low ratings that students have traditionally given to the social studies. The majority of 8th grade students looked forward to the social studies class (55.8% strongly agree and agree) and were not anxious about asking questions in class (80%) , but, 8th grade students, in comparison with other academic subjects, did not see as much usefulness in the future for social studies classes.

In this paper, comparisons were made between females and males within a given racial/ethnic group since just using the broad categories of female and male tended to hide some of the differences previously reported in the research. However, the primary focus was not the comparisons between the various racial/ethnic groups; achievement gaps between racial/ethnic groups have been an intense concern for years. It should be noted due to the large samples (Whites with 8,166 females and 8,151 males in the 8th grade) in a few cases even when the same percentage point is given for females and males, there may be significant statistical differences.

In "Looking Forward to Social Studies" (Table 7) males in all four racial/ethnic groups gave higher ratings than females in almost all of the four response categories (strongly agree,

agree, etc.) Black males and Black women looked forward to social studies classes more than any other racial/ethnic group. Even putting together the strongly agree and agree categories, Black students still ranked the highest on looking forward to social studies. Note than even in the 8th grade, there were missing responses and for the 8th grade more males were not answering the given question.

For the anxiety question (Table 8) on being afraid to ask questions in social studies, 8th grade White and Hispanic females had the highest anxiety. There were no gender differences for Asians in all four response categories (strongly agree, agree, etc) and no differences for Black females and males in the strongly agree and agree categories.

As far as the usefulness of social studies in the future (Table 9), Asian and White males gave a statistical significant higher rating in the category of strongly agree to the usefulness of social studies than did females. Collapsing the categories of strongly agree and agree for Hispanics and Blacks showed no gender differences.

The three affect questions were then compared to the social studies test scores (Tables 10-15). As expected, students with high test scores (60.-79.99) looked forward to social studies classes more than students with low achievement scores. However, the highest level female achievers (70.-70.99) only 16% marked that they strongly agreed to looking forward to social studies classes compared to 27% males (Tables 10-11).

High achievers were also least concerned about asking questions in their social studies class (Tables 12-13). More males with lower achievement scores than females were afraid to ask questions (the strongly agree column) than low achievement females but high female achievers, although few in number, still were more afraid to ask questions than high achieving males.

In usefulness of social studies in the future (Tables 14-15), examining the "strongly agree" column, low achieving females saw social studies as being more useful than high achieving females. However, collapsing the strongly agree and agree responses showed that higher female achievers placed a higher value to the usefulness of social studies than lower female achievers. For males, in contrast, in the strongly agree response the highest scoring males expressed the highest value to the usefulness of social studies in the future.

In summary, the analysis by racial/ethnic groups of the three 8th grade affect questions on social studies denoted many gender differences, typically showing males with more interest in the social studies but in some cases there were no gender differences. In relationship to the scores on the social studies test, in general high achievers, both female and male, were more likely than low achievers to look forward to social studies class, were not as afraid to ask questions, and were more likely to rate the usefulness of social studies as higher than low achieving students. However, there were some exceptions among the ethnic/racial groups.

While the three affect questions were not asked in the 10th grade questionnaire, sophomores were asked the main reason for taking mathematics, science, English, and social studies. The most frequent response for all subject areas was that "it was required." However, one response was that "I wanted to take it." More students in mathematics (25%) and science (24%) marked that they wanted to take it. Social studies was in third place with 15.4% wanting to take it followed closely behind by English at 14.8% wanting to take it.

In comparison with the other subject area three other questions at the 10th grade indicated that social studies had the fourth or the lowest ratings of the four subject areas. For the response "challenged almost every day" mathematics was the highest with 42.4% with social studies only

17.9%. For the response "try hard almost every day" mathematics was the highest with 45.7% compared to only 27.1% for social studies. And lastly, "asked to show understanding in history" (or science, math, English) mathematics had the highest popularity with 31.7% compared to social studies 14.5%.

Gender differences on working hard in history class and being challenged almost every day showed some females reporting working harder and being more challenged than males but not in all categories (Tables 16-17). A higher percentage of Asian, Black, and White females compared to males responded that they were almost challenged every day but Hispanic males were higher than Hispanic females. Asian males reported working harder almost every day (31%) than any other male ethnic/racial groups while Black (34%) and White (32%) females were higher than males in the category working hard almost every day.

The questions about students' views on the social studies were different at the 8th and 10th grades. However, it would appear that by the 10th grade social studies was not being viewed as favorably as a subject area as compared to the 8th grade.

School Experiences Results

Instruction has great importance in learning social studies. NELS:88 data came from surveys rather than observations but the student reports of their student experiences at the schools they attend can be valuable. In the following section, a variety of variables are examined to identify if there are gender differences and if they might help in explaining the gender differences in social studies test scores.

Coursework

Only about 4 percent of 1988 eighth graders were not enrolled in a social studies course. However, about a quarter of the 1990 sophomores reported that they were not currently taking a social studies course. It may be that females were 2% to 3% less likely as sophomores to be taking a social studies course but there were conflicting data and there are indications that student reports on what courses they are taking were not always accurate. By sophomore year, world history, the most common offering, had been taken by half or more of the students. The second most common offering after leaving the eighth grade was U. S. History which about one-third of the students had taken. A few other students had taken, geography, government/civics and economics in that order. By the 12th grade, 99 plus percent of high school seniors were enrolled in a social studies class.

An analysis should be made of the social studies courses that high school students take to see if the pattern of coursework of females is different from males. To investigate this hypothesis one needs to use NELS:88 transcript data gathered over the full 4 years of high school. This requires a researcher to apply for a license since this is confidential material not available on the public NELS:88 CD-ROM.

Accelerated Classes

In the 8th grade, 23% of the females compared to 25% of the males reported participated in "advanced, enriched, accelerated" social studies classes. This approximately 24% of all social studies students reported in accelerated classes was the lowest in the total amount of accelerated classes of the four subject areas: mathematics was the highest with 39%; English (language arts) with 31%; science with 26% and then social studies with 24%.

Black females (34%) were the highest of the four female racial/ethnic groups in the

reported accelerated social studies classes followed by Asians (31%), Hispanics (24%) and lastly by White females (19%). For males, the highest percent in the reported accelerated social studies classes was Asians (34%), Blacks, (33%), Hispanics (27%), and again last place by White males (22%). Only for White and Hispanic males were there significantly higher numbers of males compared to females in accelerated classes (Table 18). There are probably only small differences in gender in enrollment in accelerated social studies classes but much larger differences according to racial/ethnic groups but more research is needed to confirm this.

A higher percentage of Asians and Whites have typically been found in accelerated classes and therefore some of the results of the percentage in accelerated social studies classes was unexpected. I was surprised that the amount of tracking in accelerated social studies classes was as high as reported by students. The 8th grade students appeared to be accurate in reporting that their math classes had the largest number of accelerated classes and that the social studies classes were the least tracked although there is little or no research on the amount of social studies tracking in the 8th grades. What accounts for the relatively low number of Whites, female and male, in accelerated classes and higher numbers than expected for Blacks and Hispanics? Further research is essential in the area of accelerated/tracked classes in the social studies and this can be done using using NELS:88 data; for each student in most cases there are two teacher reports. Teachers' descriptions of their course can be compared to students' description of the class. However, the teachers may be English, science, mathematics, or social studies teachers reducing the teacher sample and the 24% of students reporting accelerated classes reducing the student sample. This would be a subject of another paper.

Reading Scores

Reading the textbook has often played a prominent role in social studies courses. Therefore, reading ability could be expected to be important in achievement on social studies tests. The NELS:88 reading test included social studies content items along with other subject area questions. The 8th reading test given indicated that boys were in the lowest quartile (27% compared to 20% of the females) and females were higher in both the third quartile (25% compared to 23% of males) and the greatest difference was in the highest quartile with 29% of the females compared to 23% of the males. In the 10th grade, females were still in the highest quartile (27% to 23%) and (25% to 21%) in the third quartile. In the 12th grade, females continued in the highest quartile (23% to 19%) and in the third quartile (19% to 17%). However, by the 12th grade, there were 26% missing reading test scores. Asian and White students, both female and male, were significantly more likely to be in the two highest quartiles compared to other ethnic/racial groups. Using reading scores on all three grade levels, there should be more females with high scores (60.-79.99) for the social studies test but, as pointed out earlier, there were more males in the high scoring category.

Reported Participation in the History Club for 8th Grade Students

Students in all three grade level questionnaires were asked if they had participated in a variety of school sponsored activities. Unique for the 8th grade questionnaire was the inclusion of an option asking about participation in a History Club. This item was dropped from the 10th and 12th grade questionnaires probably because a very small percentage of all 8th grade students responded that they had participated as a member of a history club: 3% for males and 2% for females. Participation as an officer was 1% for males (95 actual officers) and 0% (41 actual officers) for females. The three ethnic/racial groups reported more participation in History Clubs

than White students (Table 19). In this question, however, caution in interpretation is needed since the "missing" category is high although one can assume that missing means not participation.

Reported Student Council/Student Government Participation

More 8th grade females reported participation in student council: 9% compared to 7% males. In addition, females were significantly more likely to be officers: 4% compared to 3%. This trend of both more reported participation of females in student council and significantly more likely to be officers was also true for the 10th and the 12th grades. Higher participation in extracurricular activities such as student government and history clubs is related to higher socioeconomic status, higher test scores, and being in an academic high school program.

Community Service

In the 10th grade, students were asked how much time they spent on community service outside of school. More females reported spending more time on community service than males. In the 12th grade, a more complete question was asked: "During the past two years (from January 1, 1990 to the present), have you performed any unpaid volunteer or community service work (through such organizations as Little League, scouts, service clubs, church groups, school groups, or social action groups)? Those who responded yes, then answered separate questions if R's volunteer work was strictly voluntary, court ordered, required for class, and then further separate questions on the type of community service. Female seniors reported significantly more community service and their participation was higher in all seven types of community organizations (church or church-related groups, community groups, education, hospital, environmental group, service group, political group) with the exception of youth group (coaching

Little League or helping with the scouts) where males scored higher (Chapin). Higher community service was related to higher socioeconomic status, higher parents' education, higher test scores, being in a college preparatory high school program, and higher class rank.

Time Spent on Homework

The 8th grade students were asked "about how much time do you spend on homework EACH WEEK?" in the four major subject areas (mathematics, science, English, social studies) and homework for all other subjects. Students therefore had to make estimates on the number of hours they usually spend on each subject area. Mathematics was clearly ahead as the subject for which students did the most homework but in second place was social studies. Although social studies was in second place for amount of time spent on homework, the actual amount of time could be considered low. About 13% of students reported doing no homework in the social studies in a week while 39% reported less than one hour. In other words, about 50% of the students reported no or less than one hour of homework per week for social studies. About 22% reported one hour a week and another 10% two hours a week with 11% reporting more than three hours or more hours a week.

In the 8th grade, Asian students, both male and female, reported doing the more homework compared to the other ethnic/racial groups. White females were significantly spending more time on homework in all time categories except the highest (7-9 hours) where 1% of both males and females had the same percentage. For the other ethnic/racial groups females only in a few categories reported significant differences in the amount of time spent on homework. Given the relatively small amount of time spent on social studies homework, the gender differences in time spent on homework may only result in a difference of minutes. Other

factors do influence the time spend on homework such as higher socioeconomic status, higher parents' education, and higher rank in class. Particularly in high school, academic high school program students report more time spent on doing homework compared to students in vocational or general high school programs.

In the 10th grade, students were asked to report the amount of time spent on homework both in the school or outside of the school EACH WEEK. Similar to the 8th grade, about half of all students, female and male, reported no time or less than 1 hour of time spent outside of school on social studies homework. With the exception of Hispanic females, more females reported spending no time on social studies homework than males. More Black and White females also stated that they spent less time on homework in the category of less than one hour than Black and White males. The rest of the categories of two or more hours a week were not significantly different for males and females. Thus, it was not accurate to state that females always do more homework outside of school than males. There were exceptions on the grade levels and the categories of hours spent on homework.

Self-Esteem Measures

How students think about themselves and their self-worth was measured by two measures of self-esteem. The first NELS:88 Self Concept 1 scale was identical to a previous scale that had been used in earlier longitudinal studies. The second Self Concept 2 scale included new items. There were some differences in scores between the two measures of self-concept although males showed higher self-concepts levels than females in both scales and Blacks were also higher than other groups in self concept.

For 8th grade males, Blacks students had the highest percentage in the high esteem

category in both scales followed by White, Hispanic, and Asian males. For females, both scales indicated Black females had the highest scores in self-esteem followed in one scale with Asian-Hispanic (a tie) and then White females. On the other scale, Black females were again the highest followed by Asian, White, and then Hispanic females. In no case in either self-concept scale were females higher than males in the comparison of ethnic/racial groups. In other words, although Black females were the highest in self-esteem of all females they were still lower than the scores of Black males.

In both the 10th and 12th grades, both self-esteem scales continued to show lower scores for females compared to males with the exception of Black females who in the 12th grade on both scales were higher than Black males, a change from the 8th grade. Previous research has shown that males are more likely than females to show the highest self-concept levels and Blacks are more likely to have to score high in self-esteem. The change of Black females scoring higher than males in the 12th grade was unexpected. Self concept has been found to be related to students' grades, test scores, and other outcomes.

Locus of Control Measures

There were also two scales for "Locus of Control" which measures the degree of control one perceives one has over one's life. Students who have high external locus scores tend to rely on external or outside sources and may feel they themselves have little control over the direction their lives are going. They are also more apt than others to believe in "luck" rather than in planning or effort for getting ahead. Students with high internal locus scores are more likely than others attribute internal forces for their own success or failure. They feel that they have control over the direction in which they lives are going and tend not to believe in luck.

On Locus 1 8th grade females had a higher percentage (44% to 41%) than males in the high internal locus. However, in Locus 2 males had a higher percentage (58% to 56%) in the high internal locus. Perhaps the best conclusion was that gender differences in locus of control were slight. However, racial/ethnic differences were more pronounced. For females on both scales White and Asian women had higher internal control than Hispanic and Black women. For 8th grade males, the general pattern was highest scores for White males on both scales and the lowest for Hispanic males, but the position changed for Asian and Black males in the two scales.

Sexist Remarks

Five percent of the 10th grade males reported that they "often" made sexist remarks compared to 1% of the females. In the category "sometimes" 8% of the males reported making sexist remarks compared to 3% of the females. Fifteen percent of White males reported making more sexist remarks (often, sometimes) than males from other ethnic/racial groups. Without more data, it was difficult to make an assessment of the results of this question.

Summary on School Experiences

It was clear that males participated more in history clubs and that females had a higher reading scores and a higher reported participation in student government and community services But other school experiences such as homework gave a mixed pattern with gender differences in the ethnic/racial groups.

Background Characteristics

Socioeconomic Status

Gaps in achievement between gender and racial groups have been the subject of intense

scrutiny over the years. It is important to consider socioeconomic status (SES), a measure based on both parents' income, education, and occupation. The influence of socioeconomic status on test scores was shown (Tables 20-25) in every category as two lower SES quartiles have a higher proportion of lower scores while the two higher SES quartiles have higher test scores. Of interest was the highest scoring females (70.-79.99) in the 12th grade had 91% from the highest quartile; for the equivalent male high scoring 12th grade, the proportion was 73. The findings in this study did not suggest that the educational system had much direct influence in mitigating SES effects. The SES effects were also found in many other areas: reading scores, extracurricular activities, time spent on homework, etc.

Discussion

Revisiting the Research Questions

Achievement Gaps and Abilities. There were more males in the high scoring categories for all three grade levels. They were also more males in the low scoring category in the 8th and 10th grade. Unexpectedly, the achievement gap from the 8th to the 12th grade did not increase for high scoring females.

Students' Views on Social Studies. For many responses, males appeared to hold more positive views about the social studies, but there were exceptions. The 10th grade students appeared less positive about social studies as measured by such questions as being challenged in social studies, and working hard almost every day in social studies.

Extracurricular Activities. Males were more likely to be members and officers in history clubs while females reported more participation in student government and community service.

High participation in extracurricular activities was related to such variables as higher socioeconomic status, test scores, and class rank.

Other Variables. Socioeconomic status definitely influenced test scores for both females and males. It was not clear how much variables such as the higher female reading scores and lower female self-esteem were influencing social studies test scores.

Implications of the Study

Few would discount the importance of social studies for all young people's participation as citizens and their professional futures. For this reason, significant gender differences in the social studies test scores and school experiences should not be ignored. The relatively low commitment by many students, both female and male, to social studies classes as indicated by not feeling challenged, not trying hard in class, doing little homework, perceiving social studies as being of little use, not asked for understanding of the subject area, etc. should be source of concern to social studies educators. The importance of the high scoring 15% of students on the social studies test should also not be brushed aside since this is the potential pool for those obtaining doctorates and careers in the social sciences. More analysis of large databases is necessary to study such issues as tracking, teachers' instructional practices, and course taking in the social studies at both the middle school and high school level to allow policy makers on all levels to make better decisions on how to improve social studies learning.

Notes

[1]For convenience the terms and order of NELS:88 data were used; "Asians" really mean Asian Americans and Blacks mean African-Americans. The category of American Indians was not used because of the small size of the sample.

I choose not to use the weighted frequencies since there were so many students who had not

completed the 12th grade social studies test. Therefore, the tests not completed and the missing tests categories could be better analyzed to indicate the characteristics of students who were not completing the tests. Unweighted frequencies reflect the NELS:88 sample; weighted frequencies reflect the national population estimate that is derived from the sample.

Design effects of NELS:88 involved cluster sampling--students nested within schools--and standard errors associated with means are artificially reduced, resulting in somewhat inflated significance levels. For that reason, in order to safeguard against inflated significance levels, one can report differences as statistically significant only when $p<.01$, rather than the more conventional .05 probability cutoff. In this paper, most of the significance levels were at the .001 probability level but the reader could ignore items on the .05 level of significance.

Comparisons of standardized tests like SAT (also designed by ETS) are made from one year to the next although each year has different test items and the sample of students who take the test normally changes and so it was judged appropriate to make comparisons of high scoring students in the 8th and 12th grade. Another option is to include in the sample only students who have all three test scores (8th, 10th, and 12th grade); the disadvantage here is reducing the size of the sample especially since the 12th grade has a high number of no test completed/missing. This option may be done later. It is also possible to compare performance on the 17 test items that were identical on both the 8th and 12th grade tests and this also may be done later; the disadvantage is that the smaller number of items in the test reduces the reliability of the test.

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Table 1

NELS:88 Social Studies Items and Descriptions

Social Studies item number			Description
8th grade	10th grade	12th grade	
1 G	16 G		Historical time line indicating how people have obtained food
2 H	7 H		Definition of a Civil War era institution
3 C	15 C		Identify a phrase that is NOT a constitutional right
4 H	1 H	2 H	Identify a historically important manufacturing technique
5 C			Indicate whether an action is legal or not legal
6 C			Indicate whether an action is legal or not legal
7 C			Indicate whether an action is legal or not legal
8 C			Indicate whether an action is legal or not legal
9 C			Indicate whether an action is legal or not legal
10 H	22 H		Identify source of guarantees of specific freedoms
11 H	26 H		Identify an important historical document
12 G	5 G	6 G	Choose best explanation for facts about diet of most people in the world
13 H	8 H	3 H	Identify the president affected by an important historical event
14 H	9 H	10 H	Complete a statement about immigration patterns
15 C	10 C	12 C	Choose the correct option concerning the U. S. Congress
16 C	11 C	13 C	Choose the correct option concerning the U. S. Congress
17 H	18 H	1 H	Identify the organization described
18 H	13 H		Identify the author of an important historical document
19 C	20 C	4 C	Identify one of the purposes of an important historical document
20 H	14 H	7 H	Identify a new feature of U. S. homes at a specified time period
21 H	21 H		Identify the location and time of an important historical event
22 C	4 C		Identify an underlying concept in the organization of the government
23 C	12 C	11 C	Identify the branch of government that has a specified authority

24 C	23 C	5 C	Identify the principle exemplified by a specified right
25 H	25 H	9 H	Identify the meaning of a specified Supreme Court decision
26 G	2 G	14 G	Choose the option that identified patterns of settlement
27 H	28 H	15 H	Identify the purpose of a specified law
28 H	6 H	18 H	Identify a factor that influenced population movement at a given time
29 H	19 H	16 H	Identify the principal effect of a specified legal requirements
30 C	17 C	25 C	Identify the principle exemplified by a specified legal requirement
	3 H		New items for the 10th & 12th grades; description not released
	24 H	23 H	
	27 H		
	29 H		
	30 H		
		8 C	
		17 C	
		19 H	
		20 G	
		21 C	
		22 C	
		24 C	
		26 H	
		27 H	
		28 H	
		29 H	
		30 C	

Note. G stands for geography item, H for a history item, C for a citizenship item. Item descriptions from Rock and Pollack (1991)

Table 2

Comparison of Female and Male Social Studies Test Scores by Percentages

Test Score Level	Grade Level	Females	Males	Difference
Low (20.-39.99)	8th	14	15***	1
	10th	13	15***	2
	12th	11	11	0
Middle (40.-59.99)	8th	67	60***	7
	10th	49	42***	7
	12th	48	42***	6
High (60.-79.99	8th	14	20***	6
	10th	15	21***	6
	12th	14	20***	6

***p<.001; Binomial tests compared to females and males

Table 3

8th Grade Social Studies Standardized Test by Racial/Ethnic Groups

Scores	Gender	Asian	Hispanic	Black	White
20 - 29.99	Females	0	2	1	0***
	Males	2	2	1	1***
30 - 39.99	Females	10**	25*	24	9***
	Males	13***	25*	24	10***
40 - 49.99	Females	31***	42***	48***	35***
	Males	23***	34***	43***	28***
50 - 59.99	Females	32	20	18	35***
	Males	34	22	20	33***
60 - 69.99	Females	17	4***	4	14***
	Males	18	9***	5	18***
70 - 79.99	Females	5***	1	1	3***
	Males	8***	1	0	6***
Test not comp; miss.	Females	4*	6	5**	4
	Males	3*	7	7**	4
Total Percentage	Females	99	100	101	100
	Males	101	100	100	100

*p<.05;**p<.01;***p<.001; Binomial tests compared to females and males

Table 4

10th Grade Social Studies Standardized Test by Racial/Ethnic Groups

Scores	Gender	Asian	Hispanic	Black	White
28.25 - 29.99	Females Males	0 0	1 0	0 1	0 0
30.00 - 39.99	Females Males	10 11	22 21	24 25	10*** 12***
40.00 - 49.99	Females Males	28*** 21***	39*** 33***	43*** 38***	35*** 25***
50.00 - 59.99	Females Males	28 29	16*** 19***	16 16	30* 29*
60.00 - 69.99	Females Males	19 21	3*** 8***	5 5	15*** 21***
70.00 - 79.99	Females Males	3* 5**	0 1	1 1	2*** 5***
Missing	Females Males	2 2	4 3	2** 3**	1 1
Test not completed	Females Males	10 11	14 14	9* 11*	6*** 7***
Total Percentage	Females Males	100 100	99 99	100 100	99 100

*p<.05;**p<.01;***p<001; Binomial tests compared to females and males

Table 5

12th Grade Social Studies Standardized Test by Racial/Ethnic Groups

Scores	Gender	Asian	Hispanic	Black	White
2578 - 29.99	Females Males	1 0	-2 1	2 2	0 0
30.00 -39.99	Females Males	7 7	16** 14**	21*** 17***	8*** 8***
40.00 - 49.99	Females Males	19 19	30*** 25***	31*** 27***	27*** 19***
50.00 - 59.99	Females Males	26*** 20***	15* 18*	12*** 16***	24 23
60.00 - 69.99	Females Males	20** 25**	5*** 9***	6** 4**	16*** 23***
70.00 - 79.99	Females Males	1 1	0 0	0 0	0*** 1***
Missing	Females Males	1 1	1 1	1* 2*	1 1
Test not completed	Females Males	26 27	32 31	29 31	24 24
Total Percentage	Females Males	101 100	101 99	102 99	100 99

*p<.05;**p<.01;***p<001; Binomial tests compared to females and males

Table 6

Comparison of Usefulness of Four Subject Areas

Subject	Eighth Grade Student Responses in Percentages					
	S. Agree	Agree	Disagree	S.Disagree	Missing	Total
Math	42.3	41.5	8.0	3.5	4.7	100
English	33.2	47.4	10.4	4.1	4.9	100
Science	24.6	40.5	20.9	8.4	5.6	100
S.Studies	15.7	40.7	28.0	10.0	5.6	100
Average	28.95	42.53	16.82	6.48	5.2	99.99

Note: All responses significant at better than the 0.001 level except for the missing column. Binomial tests of Subject compared to the Subject Average.

Table 7

Percent of 8th Graders Responses to Looking Forward to Social Studies

Responses	Gender	Asian	Hispanic	Black	White
S. Agree	Females	13***	14***	21**	13***
	Males	20***	21***	25**	18***
Agree	Females	43	42***	39**	38**
	Males	43	38***	37**	39**
Disagree	Females	28***	29***	23***	33***
	Males	23***	22***	17***	26***
S. Disagree	Females	10***	10	10***	14***
	Males	6***	9	7***	12***
Missing	Females	7	5***	7***	3***
	Males	8	10***	13***	5***
Total	Females	101	100	100	101
	Males	100	100	99	100

p<.01;*p<.001; Binomial tests compared to females and males

Table 8

Percent of 8th Graders Responses to "I am Afraid to Ask Questions in Social Studies"

Responses	Gender	Asian	Hispanic	Black	White
S. Agree	Females	4	4	4	3*
	Males	3	4	4	3*
Agree	Females	13	17***	11	12***
	Males	13	14***	11	7***
Disagree	Females	53	51***	48***	53
	Males	52	46***	43***	52
S. Disagree	Females	24	23	30***	29***
	Males	23	25	28***	32***
Missing	Females	6	6***	7***	3***
	Males	8	11***	14***	5***
Total	Females	100	101	100	100
		99	100	100	99

*p<.05; p<.001; Binomial tests compared to females and males

Table 9

Percent of 8th Graders Responses to Usefulness of Social Studies

Responses	Gender	Asian	Hispanic	Black	White
S. Agree	Females	17*	17	23	12***
	Males	20*	19	25	14***
Agree	Females	42	41***	37**	41
	Males	43	39***	35**	42
Disagree	Females	28***	28***	23***	32***
	Males	22***	22***	19***	28***
S. Disagree	Females	7	8	10***	11***
	Males	7	8	7***	10***
Missing	Females	6**	6***	7***	3***
	Males	8**	11***	14***	5***
Total	Females	100	100	100	99
	Males	100	99	100	99

p<.01;*p<.001; Binomial tests compared to females and males

Table 10

Percent Comparisons of 8th Grade Female Responses to "I Look Forward" to 8th Grade Social Studies Test Scores

Test Scores	Strongly Agree	Agree	Disagree	Strongly Disagree	Missing	Total
20. - 29.99	16	38	24	15	8	101
30. - 39.99	13	38	29	13	7	100
40. - 49.99	14	37	32	12	5	100
50. - 59.99	15	39	32	12	2	100
60. - 69.99	18	42	28	10	3	101
70. - 79.99	16	53	25	5	2	101
Missing	13	39	26	10	10	98
Total	105	286	196	77	37	701

Binomial test scores 20.-39.99 (low scores) compared to 60.-79.99 (high scores) indicated that all responses significant at better than the .001 level except the missing column at .01 level.

Table 11

Percent Comparisons of 8th Grade Male Responses to "I Look Forward" to 8th Grade Social Studies Test Scores

Test Scores	Strongly Agree	Agree	Disagree	Strongly Disagree	Missing	Total
20. - 29.99	15	38	21	11	16	101
30. - 39.99	18	35	22	12	13	100
40. - 49.99	17	38	25	12	8	100
50. - 59.99	16	43	28	9	5	101
60. - 69.99	25	43	22	8	3	101
70. - 79.99	27	43	23	6	2	101
Missing	17	40	23	8	13	101
Total	135	280	164	66	60	705

Binomial test scores 20-39.99 (low scores) compared to 60.79.99 (high scores) indicated that all responses significant at better than the .001 level except the "Disagree" column.

Table 12

Percent Comparisons of 8th Grade Female Responses to "I am Afraid to Ask Questions" to 8th Grade Social Studies Test Scores

Test Scores	Strongly Agree	Agree	Disagree	Strongly Disagree	Missing	Total
29. - 29.99	4	26	45	18	7	100
30. - 39.99	6	20	49	18	7	100
40. - 49.99	4	14	53	24	4	99
50. - 59.99	3	10	53	32	2	100
60. - 69.99	2	8	48	40	3	101
70. - 79.99	3	5	49	41	2	100
Missing	3	14	48	24	11	100
Total	25	97	345	197	36	700

Binomial test scores 20.-39.99 (low scores) compared to 60.-79.99 (high scores) indicated that all responses significant at better than the .001 level except "Strongly Agree" column.

Table 13

Percent Comparisons of 8th Grade Male Responses to "I Am Afraid to Ask Questions" to 8th Grade Social Studies Test Scores

Test Scores	Strongly Agree	Agree	Disagree	Strongly Disagree	Missing	Total
29. - 29.99	9	19	38	18	16	100
30. - 39.99	7	18	42	21	13	101
40. - 49.99	3	11	51	26	8	99
50. - 59.99	2	8	53	32	5	100
60. - 69.99	1	5	50	41	3	100
70. - 79.99	1	4	49	45	2	101
Missing	2	10	49	26	13	100
Total	25	75	332	209	60	701

Binomial test scores 20.39.99 (low scores) compared to 60.-79.99 (high scores) indicated that all responses significant at better than the .001 level.

Table 14

Percent Comparisons of 8th Grade Female Responses to "Usefulness Question" to 8th Grade Social Studies Test Scores

Test Scores	Strongly Agree	Agree	Disagree	Strongly Disagree	Missing	Total
20. - 29.99	21	42	22	8	7	100
30. - 39.99	19	38	25	11	7	100
40. - 49.99	14	37	32	12	4	99
50. - 59.99	13	43	31	10	2	99
60. - 69.99	15	47	29	7	2	100
70. - 79.99	16	53	24	5	2	100
Missing	13	40	28	8	11	100
Total	111	300	191	61	35	698

Binomial test scores 20.-39.99 (low scores) compared to 60.-79.99 (high scores) indicated that all responses significant at better than the .001 level except "Strongly Disagree" column at .05.

Table 15

Percent Comparisons of 8th Grade Male Responses to "Usefulness Question" to 8th Grade Social Studies Test Scores

Test Scores	Strongly Agree	Agree	Disagree	Strongly Disagree	Missing	Center
20. - 29.99	17	33	27	8	15	100
30. - 39.99	18	33	22	13	13	99
40. - 49.99	16	38	27	11	8	100
50. - 59.99	16	43	28	9	5	101
60. - 69.99	17	48	25	7	3	100
70. - 79.99	21	48	24	5	2	100
Missing	13	41	25	7	14	100
Total	118	284	178	60	60	700

Binomial test scores 20.-39.99 (low scores) compared to 60-79.99 (high scores) indicated that all responses significant at better than the .001 level except the "Strongly Disagree" column.

Table 16

Comparison of Gender of Challenged in History Class 10th Grade Question

	Asian	Hispanic	Black	White
Females				
Never	5***	6*	6	6***
Less than once a week	7	5*	4	8
About once a week	12	8	8	11
A few times a week	18	17	17	20
Almost every day	21*	17*	25*	19**
Not taking	30**	30***	30	29***
Missing	7**	17	11***	7
Males				
Never	7***	7*	7	8***
Less than once a week	6	6*	5	8
About once a week	12	9	8	11
A few times a week	20	17	16	19
Almost every day	18*	20*	22*	18**
Not taking	27*	24***	28	27***
Missing	10	17	14	8
Total Percentage	200	200	201	199

*p<.05;**p<.01;***p<.001; Binomial tests comparing Asian females to Asian males; Hispanic females to Hispanic males, etc.

Table 17

Comparison of Gender of Working Hard in History Class 10th Grade Question

	Asian	Hispanic	Black	White
Females				
Never	3**	2*	3	3***
Less than once a week	5*	4	2	5*
About once a week	7	5	5	7
A few times a week	22***	16	15	19***
Almost every day	28	26	34***	32***
Not taking	30*	30***	30	29***
Missing	7	16***	11***	7***
Males				
Never	4*	3*	4	6***
Less than once a week	3*	4	3	5*
About once a week	7	6	6	7
A few times a week	19***	18	16	21***
Almost every day	31	28	29***	27***
Not taking	27*	24***	28	27***
Missing	9	17***	14***	8***
Total Percentage	202	199	200	203

*p<.05; p<.001; Binomial tests comparing Asian females to Asian males; Hispanic females to Hispanic males, etc.

Table 18

Comparison of Gender of Reported Participation in 8th Grade Accelerated Social Studies Classes

	Asian	Hispanic	Black	White
Females				
Yes	31	24**	34	19***
No	62***	69***	57***	77***
Missing	7*	7***	9 ***	4***
Total Percentage	100	100	100	100
Males				
Yes	34	27**	33	22***
No	56***	62***	52***	72***
Missing	9	11***	15***	6***
Total Percentage	99	100	100	100

*p<.05; **p<.01;***p<.001; Binomial tests comparing Asian females to Asian males; Hispanic females to Hispanic males, etc.

Table 19

Comparison of Gender of Reported Participation in 8th Grade History Clubs

	Asian	Hispanic	Black	White
Females				
Not participating	88***	87***	84***	93***
Member-participant	3	3*	3***	1 ***
Officer-participant	0	0	1	0
Missing	8***	9***	12***	6***
Total Percentage	99	99	100	100
Males				
Not participating	82***	81***	71***	88***
Member-participant	4	4*	5***	2***
Officer-participant	1	1	1	1
Missing	13***	14***	22***	9***
Total Percentage	100	100	99	100

*p<.05; p<.001; Binomial tests comparing Asian females to Asian males; Hispanic females to Hispanic males, etc.

Table 20

Percent Comparisons of Social Studies Test Scores and Socioeconomic Status for 8th Grade Females

Test Scores	Lowest Quartile SES	Second Quartile SES	Third Quartile SES	Highest Quartile SES	Total
20. - 29.99	52	26	15	8	101
30. - 39.99	52	25	15	7	99
40. - 49.99	31	27	24	18	100
50. - 59.99	14	23	27	36	100
60. - 69.99	8	15	23	55	101
70. - 79.99	4	10	20	66	100
Missing	29	23	22	25	99
Total	190	149	146	215	700

Table 21

Percent Comparisons of Social Studies Test Scores and Socioeconomic Status for 8th Grade Males

Test Scores	Lowest Quartile SES	Second Quartile SES	Third Quartile SES	Highest Quartile SES	Total
20. - 29.99	50	28	14	7	99
30. - 39.99	43	27	20	10	100
40. - 49.99	30	27	25	18	100
50. - 59.99	16	22	27	35	100
60. - 69.99	8	15	23	54	100
70. - 79.99	4	13	19	64	100
Missing	30	25	23	22	100
Total	181	157	151	210	699

Table 22

Percent Comparisons of Social Studies Test Scores and Socioeconomic Status for 10th Grade Females

Test Scores	Lowest Quartile SES	Second Quartile SES	Third Quartile SES	Highest Quartile SES	Total
20. - 29.99	46	20	34	0	100
30. - 39.99	49	26	17	8	100
40. - 49.99	30	29	24	17	100
50. - 59.99	14	23	26	38	101
60. - 69.99	7	14	23	56	100
70. - 79.99	3	10	24	63	100
Missing	40	23	15	22	100
Test not Complete	37	26	16	21	100
Total	226	171	179	225	801

Table 23

Percent Comparisons of Social Studies Test Scores and Socioeconomic Status for 10th Grade Males

Test Scores	Lowest Quartile SES	Second Quartile SES	Third Quartile SES	Highest Quartile SES	Total
20. - 29.99	48	32	13	7	100
30. - 39.99	41	30	18	11	100
40. - 49.99	30	28	27	16	101
50. - 59.99	15	24	27	34	100
60. - 69.99	9	16	22	53	100
70. - 79.99	4	12	19	65	100
Missing	40	24	16	19	99
Test not Complete	38	24	19	19	100
Total	225	190	161	224	800

Table 24

Percent Comparisons of Social Studies Test Scores and Socioeconomic Status for 12th Grade Females

Test Scores	Lowest Quartile SES	Second Quartile SES	Third Quartile SES	Highest Quartile SES	Total
20. - 29.99	46	42	6	6	100
30. - 39.99	47	26	17	10	100
40. - 49.99	28	29	26	16	99
50. - 59.99	15	21	27	37	100
60. - 69.99	5	16	22	56	99
70. - 79.99	0	0	9	91	100
Missing	31	29	14	25	99
Test Not Complete	.29	23	22	26	100
Total	201	186	143	267	797

Table 25

Percent Comparisons of Social Studies Test Scores and Socioeconomic Status for 12th Grade Males

Test Scores	Lowest Quartile SES	Second Quartile SES	Third Quartile SES	Highest Quartile SES	Total
20. - 29.99	39	22	25	14	100
30. - 39.99	40	30	20	10	100
40. - 49.99	29	28	25	18	100
50. - 59.99	16	26	28	31	101
60. - 69.99	6	15	24	55	100
70. - 79.99	3	5	19	73	100
Missing	25	21	32	23	101
Test not Complete	28	23	23	25	99
Total	186	170	196	249	801